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ABSTRACT

A research and training program for family day care mothers at the University of Michigan involves both group meetings and individual home consultations by educational consultants, trained community para-professionals. The program is directed toward low income and working class licensed day care mothers and is conducted by the School of Education. Objectives include providing on-site training to licensed day care mothers, developing their sense of competence as professionals, creating a career ladder culminating in a college degree and teacher certification for low income men and women in the field of child care, improving communication between day care workers and natural parents, developing a model program suitable for any community, and developing more professional expertise in the field of child care by using education and social work students who have field placements in the program. In addition to providing details on the research instruments and staff training procedures, the paper also includes appendices on personnel, sample materials, and the research instruments. (Author/LH)

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THE EDUCATIONAL DAY CARE CONSULTATION PROGRAM

Progress Report
June 30, 1971

School of Education
University of Michigan

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Educational Day Care Consultation Program
Progress Report - June 1971

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Abstract: A description of the establishment of a research and training program for family day care mothers at the University of Michigan. The program involved both group meetings and individual home consultations by Educational Consultants, trained community para-professionals. A description of the program goals, research instruments and staff training procedures is included.

PS 005799

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The Expanded Educational Day Care Consultation Program is a training and research program in family day care for low-income and working class licensed day care mothers in the Washtenaw County area. It is conducted by the School of Education in cooperation with the County Department of Social Services.

The day care mothers who qualified for the program were informed of the program initially by a letter from the County Department of Social Services. The letter included a brief description of the project. Within a few days they were visited by either the social work student or an educational consultant trainee (described in detail later). These visits were made to describe the project more fully and to answer any questions that they had concerning the project. Those who chose to participate in the program were asked to fill in a biographical data sheet at that time. Generally, the response was favorable. It was explained that they would be paid $24.00 monthly for their participation and child care money was available for those who needed child care on the nights of the meetings. They were later informed of the orientation sessions by telephone.

The objectives of the program as specified in the proposal for expansion are:

(a) The provision of on-site training to licensed day care mothers to help them gain understanding and training in stimulating the intellectual development of the children given to their care; and to increase their child management skills.

(b) To facilitate the development in these women of a sense of competence as valued child care professionals.

(c) The creation of a career ladder culminating in a college degree and teacher certification for low income women and men who work in the field of child care.

(d) The fostering of a continuity of care by exploring ways of enhancing communication between providers of care and the natural parents.

(e) The development of a model program for the benefit of other communities wishing to render better child care.

(f) The development of more professional expertise in the field of child care through utilizing education and social work students who will have field placements in this program.

During the past six months the Educational Day Care Consultation Program has achieved remarkable success in terms of the objectives stated above. On-site training is being provided for twenty-four low income and working class licensed day care mothers. Training is provided bi-weekly in the day care mothers' homes by educational consultant trainees. Depending on the needs and interests of the particular day care mother, she is provided with assistance in the area of organization of the day i.e. scheduling, and arrangement of the physical setting so that it might be more conducive to ordered activities. Attempts are made to familiarize the day care mothers with appropriate activities and experiences that might facilitate the cognitive development of the children in their care.

The other dimension of the training is provided through bi-weekly group meetings of the day care mothers. These sessions are led by a student social worker with the project director and research director, both specialists in early childhood education, acting as resource persons. Here the day care mothers are provided a forum. They learn from each other as they attempt to solve child care problems that they have in commom.

Three educational consultant trainees are responsible for the on-site training. They have all received previous training and experience as teacher assistants in other early childhood programs of comparable populations. They did,

however, receive specialized training over a two week period at the onset of the program. The objective of this training was to prepare them more specifically for the role of educational consultants in day care homes (see Appendix A). These women also receive on-going training in the form of individual and group supervision. This is an attempt to make them aware of particular training techniques as well as to provide support as they conduct the individual training of day care mothers in the homes. The consultants participate in the project on a half-time basis, and are enrolled in course related programs leading to a bachelors degree and certification. Support is provided by the way of a stipend to cover tuition and living expenses. Hopefully, the concept of a career ladder is becoming a reality.

The research component is of great significance. Although family day care is one of the types of care most frequently chosen, there has been very little systematic examination of it. Concentrated efforts are being made to discern the realities of life in low income day care homes. For example, initial steps have been taken to systematically identify those positive attributes of Black family life that too often go unacknowledged in research ventures such as this.

Special attention has been given the day care mothers' expressed attitudes, concerns, and interests. And considerable focus has been awarded the physical environments in which they operate. All of these research aspects are described more fully later in this report.

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The success of this project thus far is attributed in part to the general approach of the project staff. The project director hypothesized that many programs which are oriented to train or otherwise serve people of low economic status fail because of an inherent attitude on the part of the administration and staff. More specifically, they have attitude that "the participants are generally inadequate and incompetent." When such programs fail because the participants no longer cooperate it is attributed to the participants' lack of motivation. In actuality failure was predictable.

In order to avoid such occurrence, the following guidelines emerged during the initial orientation of the staff. These eventually evolved into a central philosophy of the project.

1. To approach each day care mother as a valued professional with a decent respect for her individual life style.
2. To insure the fact that this program places training as the major objective rather than exploitation of a vulnerable population.
3. To engage in "action research" with the intention of providing feedback to the day care mothers.
4. To provide "relevant" training with full appreciation of the range of individual differences.

Staff

The staff consists of nine persons: a full-time project director assisted by a half-time secretary and research director; three student child care trainees (known as educational consultants) who are pursuing full-time programs participating in the project and engaging in related course work; and three project consultants from the School of Education and School of Social Work at the University. Two students are presently participating in the project. The education student participates in the home visit component of the program. The social work student leads the group meetings. Another social work student has been assigned to the project for the Summer term to begin work with the natural parents. He will continue with the project in the Fall.

An Advisory Committee has been formed composed of professionals in the Washtenaw area, all of whom are dedicated to the welfare of children (see Appendix A).

STAFF ORIENTATION

The following is a summary of the orientation and training given to the Educational Consultants in The Educational Day Care Consultation Program at the onset of the program. It is important to remember that all the consultants had some training and had years of experience in other early childhood programs. Therefore this training was specific to the area of family day care in low-income homes.

These training sessions were unique in that learning was not exclusive to the trainees. The training period developed into a mutual learning and creative experience for all members of the immediate staff.

Session 1. Nature and Function of Family Day Care

This session was initiated as a lecture wherein the values of the day care home were elaborated upon. Later in the session a discussion occurred. The participants compared and contrasted family day care with other types of child care. The rationale behind such a training session was that if an evaluative view of family day care were undertaken and its attributes more explicity identified, then the projects goals might emerge more specifically.

Generally, those positive attributes of family day day care as a type may be summarized as follows:

1. It simulates the natural home setting. There is a mother figure present to provide protection and nurturance. Often a father figure is present at some time during the child's stay. And it is not necessary to separate siblings into groups based on age as is frequently the case in day care centers.
2. It incorporates the benefits of group socialization while maintaining the possibility of maximum individualized attention.
3. It is frequently neighborhood based or at least in a familiar neighborhood. When this factor is existent the day care child reaps the benefits of harmonious environment thereby minimizing possible adjustment problems. Unlike the case of many preschools and day care centers the child need not suffer alienation nor loss of self esteem.

4. There is the liklihood of more parental control over child's experiences. Through carefully selecting a day care home the natural parents may have more control over the rules awarded their child; what food he eats; methods of discipline; and general socializing experiences.

Particular attention was given to the fact that day care mothers are not certified teachers and usually they do not aspire to be so. Therefore, the goals of the educational consultants would not be to set up a nursery school in these private homes , but, rather to stimulate an awareness of the social and emotional needs of the children given to their care, and to assist the day care mothers in creating an atmosphere which is laden with learning experiences. It was also considered desirable that those homes with adequate space (and the inclination to do so) organize their physical setting in a manner that is more conducive to ordered activities.

Session 2. Individual Philosophies of Socialization

This session was dedicated to personal input from the educational consultant trainees. They were asked prior to the session to be ready to present their own personal philosophies of child rearing. This session was considered essential for two reasons. First, the nature of the responsibilities of the consultants necessitated that they be able to work as a team if the goals of the program were to be realized. It was therefore considered appropriate that they initially become sensitive to the needs and values of each other. Consequently, it was deemed imperative that the project director also share with the consultants her personalized philosophy of child rearing.

Secondly, this session was considered essential if they were to approach the day care mothers with some degree of objectivity. It was felt that this could be best faciliatated by arousing an awareness of individual biases and values. All this was considered necessary if the day care mother were to be, in fact, approached with a certain respect for her individual style.

It was discovered that the educational consultants exhibited a wide range of heterogeneity in terms of the attitudes expressed. Thus far it has posed no problem in their working relationship.

Session 3. Role Playing: Hypothetical problem situations found in day care homes

To assist the consultants in coping with the problems that might eventually confront them during home visits hypothetical problem situations were presented for role-playing. It was made clear from the start that there were no absolute right or wrong solutions to these problems. Often the appropriate response depends on overall circumstances. Each hypothetical situation was discussed in detail. When necessary the project director gave plausible solutions. The consultants sometimes gave alternative solutions which were equally acceptable.

The following are the situations proposed in the training session:

Situation 1. You have decided to spend most of today's visit with Mrs. G. discussing possible quiet activities appropriate for her group. You have purposely arranged to make your home visit at a time when she said the children would be sleeping. When you arrive the children are very much awake and all over the house playing loudly. Mrs. G. mumbles something about this being a difficult day.

Possible Solution: Instead of discussing possible activities with Mrs. G. engage in a little modeling for her. Present some of the quiet activities you had in mind, to calm them down. She may benefit from your technique and you may still get a chance to talk with her later.

Rationale: This situation was posed mainly to emphasize the necessity of flexibility. Frequently it is necessary to alter plans to fit the immediate situation.

Situation 2. You are visiting Mrs. B. You are particularly concerned about Mrs. B's apparent favoritism of a particular child. Throughout this visit she has held the child on her lap while the others tug and pull at her and generally create havoc in an attempt to get her attention.

Possible Solution: Confront her with the situation as you see it. If you cannot do this comfortably inform the social worker of the situation.

Rationale: Some problems necessitate direct and forceful handling. However the consultant must be aware of her personal limitations in this area. The problem is quite appropriate for the social worker.

Situation 3. You feel that this child could benefit from constructive "messy play" activities. He has been engaging in fecal smearing or toilet play quite a bit recently. Mrs. M. cannot tolerate the behavior. She does not know what to do about it.

Possible Solution: On the next visit present play dough or finger paint as a demonstration activity. Be a model for Mrs. M. Really dig into the gooey mess and show her it can be fun. Draw the particular child into the activity. Later explain the value of such play to her.

Also make sure she understands that it is only natural for children to enjoy messiness at this age.

Rationale: This is an opportunity to assist the day care mother in solving her problem while simultanously providing educational input to her.

Situation 4. You have visited this particular home four times. Each time the house has been unduly filthy. You feel that the baby is not being changed often eough. The other children are constantly fighting each other. They frequently complain of being hungry in your presence. She ignores them and you during most of the visit. She spends most of her time engrossed in the soap operas. You notice that her hair never seems to be combed and she generally looks a wreck.

Possible Solution: Every effort should be made to find out what the real problems of this day care mother are. This is obviously a role for the social worker. However, once these efforts have been exhausted this is probably one of those rare situations wherein it would be the duty of the project to report the situation to the licensing agency.

Rationale: It must be remembered at all times that the welfare of the children is the ultimate objective of the program.

Situation 5. You arrive at Mrs. K. to find her desperately crying and generally depressed. You notice her face is bruised. She blurts out to you that her husband is on

heroin. He has been laid off his job for three months. He has found it increasingly difficult to find money to support his habit. Lately he has been taking his frustration out on her more than ever. She wonders if you could loan her $10 until next week.

Possible Solution: Refer her to community organizations which could assist her such as legal aid, crisis clinic, loan agencies. But, do not loan her money. Your job is to provide her with educational consultation on the subject of child care. While it is only civil to treat her kindly, guard against role conflict.

Rationale: This is a clear example of the limits of the role of home consultation. Mrs. K's problem is clearly one to be handled by other professional experts.

Session 4. "Research Directions - 1971"

Mrs. Thelma Valenstein,
Research Director

This session was led by the project's research director. Initially, the research instruments utilized in the pilot program were presented to the trainees. There was a generally feeling that it would be desirable to go beyond those measures for the expanded program. More specifically, there was the expressed need for research which was functional for both the day care mothers and the trainees. The notion of providing feedback to the day care mothers was examined and accepted.

The session proved to be a valuable one. From these roots emerged the project's committment to "action research."

Session 5. "Practical Aspects of the Home Visit" - a demonstration

Mrs. Emmalyn Anderson,
Preschool Teacher

This training session was presented as a demonstration. The leader of the session introduced the educational consultants to a variety of educational experiences appropriate for day care homes. Particular emphasis was placed on the necessity of making maximum use of household items which could be converted into art materials. Many household items such as cans, cartons, cardboard, buttons, scraps of fabric, etc. are essentials in many preschool classrooms. Such materials are even more appropriate for these day care homes because of the relative shortage of money to be used for materials.

Essentially, the activities and experiences presented were those which would 1) heighten a child's awareness of the world around him; 2) facilitate accurate image of self; 3) and foster positive self-concept.

Elaborate detail was given activities which explored the five senses.

e.g. sight - what's missing

games; size, shape and color

discrimination activities

At the end of the session materials were exhibited so that the consultants might explore them more leisurely.

Sessions 6 and 7. Building a Backlog of Activities in Art and Music

These two sessions were essentially workshops. The consultants and project director collaborated and finally pooled their repertoires of activities in the areas of art and music. These were very valuable sessions in the sense that a fairly comprehensive backlog of appropriate art and music experiences was developed.

Session 8. Creative Dramatics in the Day Care Home

This session was presented as a lecture. It was considered important to familiarize the consultants with the types of creative dramatics appropriate in a day care home. All three consultants recognized the fact that creative dramatics frequently serves a special purpose in the lives of poor children. They can pretend when nothing else is available to play with. Many

low-income preschool children who seem alienated in the unfamiliar school environment participate actively in dramatic play activities without apparent inhibition. Other children who are selectively mute in formal school activities find it safe enough to pretend to be a "bear" who talks with a deep voice; or a mean old troll "with eyes as big as saucers." It is frequently the case that children dare to communicate their true feelings when under the guise of such play.

The feelings that an individual has are directly related to his life experiences. A child needs to know that all his feelings are natural and that there are creative and constructive ways of expressing these feelings. Through creative experiences such as pantomines, improvision of stories, dance, action games, and dramatic play children are often able to communicate emotional messages that cannot otherwise be expressed at the time.

The consultants were asked to consciously encourage creative dramatics whenever possible in the day care homes. Since pretending is a natural and wonderful thing for young children. Unfortunately, most of these homes do not have adequate props which would stimulate such fantasy play. Therefore the children find themselves limited to variations of a few basic scenes e.g. playing house, etc.

The following is a description of types of creative dramatics possible in day care homes:

1. Dramatic Play: Acting out exciting or satisfying experiences in one's own way. This usually comprises family scenes, community happenings or spectacular experiences e.g. a visit to the zoo.

2. Improvising of Stories: Acting out a story with changes and elaborations to suit the whims of the actors. The child explores his imagination and makes the story personally significant to him.

3. Pantomine: Silently acting out scenes in rhythmic movement often to music. These may depict events, stories, personalities etc.

   Possible pantomine games:

   1) Who am I; 2) What does this; 3) What am I;

   4) What animal moves like this.

4. Finger Plays: Using finger and hand movements to dramatize while singing or otherwise verbalizing a poem or rhyme e.g. Eeeney Weeney Spider, Put Your Finger in the Air, etc.

5. Action Songs: Songs which incorporate dramatic movements.

   e.g. Jump down, Turn around,
   Pick a Bale of Cotton,

   Mary Mack Dressed in Black, etc.

6. Folk Rhymes:: Reciting rhymes indigenous to a particular culture. Usually handed down from one generation to another.

   e.g. Did you Feed My Cow?

   Frog Went A-Courting? etc.

Session 9. "Not Disadvantaged - Disenfranchised"

This final training session was the beginning of a weekly seminar which was often oriented to controversial topics such as the above.

> The title "Not Disadvantaged - Disenfranchised" refers to the myth of the "culturally deprived" or the "culturally disadvantaged" syndrome attributed to many low-income, particularly Black people. In this session the project director interpreted the differences in values and concerns characteristic of this population to common historical experiences and the residual effects of life in a segregated society. Great masses of people segregated in inner city slums, rural areas of the south, and poverty pockets across the country have formed sub-cultures which are not necessarily congruent with the larger society.
>
> The larger society chose to interpret this difference in culture as "deficiency of culture." The economically deprived people were dealt with as culturally deprived rather than culturally different. Here semantics do make a difference because the culturally deprived must be judged "inadequate" and in need of improvement. Although it seems likely that the state being referred to as cultural deprivation is caused by poverty, racism, and isolation, the society chose to deal with the symptoms by establishing compensatory programs. The burden of change is placed upon the already oppressed people. It is interesting sociologically, because by establishing compensatory programs the society relieves itself of the guilt of it's stagnant poor. Meanwhile poverty and racism flourish.
>
> It is interesting that "the classic studies which have investigated Black life and culture have focused on attitudes of the Blacks. None have dealt with the "structural effects" of oppression, or with the specific ways to change the social system so that it no longer produces devasting effects on Black people."[1]

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[1] Joyce Ladner, Tomorrow's Tomorrow: The Black Woman, (Garden City: Doubleday and Co., 1971), pp. 2-3.

Billingsley argues that the recognition and abolition of racism in the White society is the most basic change needed to enhance the viability of Black family life. Further that certain major institutions which manifest racism must be reformed- particularly the political, economic, education, welfare, religion and communication instutions.[2]

The participants in this session agreed that until such reforms come to pass - this is the time for concerned persons to become actively involved in initiating and supporting programs which are positive in nature and dedicated to the real needs of poor people in this country.

[2]Andrew Billingsley, Black Families in White America Englewood Cliffs: Prentice-Hall, Inc. p.196.

TRAINING

Home Visits

An orientation session was conducted for each of the two groups of day care mothers. At this time the home visit component of the program was defined and described in detail. All members of the staff were introduced and their prospective roles explained. More significantly, it was at this time that the day care mothers were first encouraged to inform the project staff of their specific interests in the area of child care. From these initial inputs the educational consultants and the project director who supervised them, were able to make beginning plans for individual home visits. Other relevant information was ascertained from the Initial Visit Form (see Appendix C).

With very few exceptions, the day care mothers' most immediately expressed need was for a greater repertoire of educational experiences to give the children in their care e.g. "learning activities." "more things for the children to do," "fingerplays," "art activities," "outdoor activities,", etc.

From the onset of the program the educational consultants were encouraged to view themselves literally as "educational" consultants. They were discouraged from exploring the social work dimension inherent in the program. Special attention was given to the topic of the limits of home consultation during the training and orientation period. It was deemed essential that their roles be clarified at the start.

Home visits are made bi-weekly in each day care mother's home. The length of the visit ranges from 1 - 2 1/2 hours depending upon the nature of the visits. The educational consultants are encouraged to use their own discretion as to appropriate length of a particular visit. Unlike the early childhood programs the consultants had participated in previously, here the immediate point of focus is the day care mother not the children given to her care. This fact is necessarily emphasized periodically lest the educational consultants revert to familiar techniques i.e. interacting with and directing activities only to the children.

Attributes of each day care mother were discussed in great detail at the beginning of the training period and monthly ever since. Both the social worker and the educational consultant give their opinions of the areas in which the particular day care mother could best utilize training. These inputs along with the day care mother's expressed needs form the training package. As was mentioned above, each day care mother is discussed periodically to ascertain what changes in approach are appropriate. Individual personalities are always taken into consideration:

> One day care mother was unusually rigid in her expectations of the children in her care. Her home was spotless and likewise she demanded that the children remain unbearably clean and neat during the day. Here the group meeting was

> utilized to initially communicate. A special workshop was held which included among other things, "messy play" activities. Time was spent explaining why it is a good and natural thing for preschool age children to enjoy messy activities. A few days after the workshop her educational consultant was able to discuss the problem on an individual basis with her. The consultant found her open to suggestions. This is not to suggest that the day care mother changed her way of living. But rather, she has become a little less rigid in her expectations of the young children in her care.

While the day care mothers are generally very interested and eager to participate in all phases of the project, it has been discovered that some of the women are clearly unable to accept direct training. In such cases, more indirect methods are explored. Here modeling often proves effective. But this is considered a temporary solution. In those homes the educational consultants devotes a certain percentage of the time to discussion with the day care mother in non-threatening areas.

A Home Visit Form was devised (see Appendix C) to facilitate the effectiveness of the visits. It was also a visible means of keeping the consultants mindful of their individualized goals in each day care home. The form is filled in by the consultants some time prior to each home visit.

The educational consultants each meet with the project director weekly for individual supervision. Here specific problems are discussed. The project director attempts to provide the consultant with techniques that are appropriate for the aforenamed situations. The meetings are also considered

necessary as support for the consultant, who is otherwise autonomous.

The three consultants, the project director and the education student meet as a group in weekly seminars. Ofter the social work student and research director join these meetings. The nature of these meetings are flexible in that the topics range from readings relating to family day care to innovative curriculum that could be incorporated in the day care homes. The education student has Montessori certification and has thus proved to be a valuable member of the group. Hainstock's Teaching Montessori in the Home is utilized. Such ideas are presented to interested day care mothers.

Generally it is believed that the coordination of the home visit and group meeting components has yielded invaluable results. The resultant feedback facilitated a more reality oriented program.

Group Meetings

The original objective of the group meeting component of the program was to provide an avenue wherein the day care mothers could focus on the problems encountered in child care. From the beginning enthusiasm was exceedingly high for these meetings. It was discovered, however that while they were interested in problem areas, they were tremendously motivated to partake of the group meetings because of the social outlet that they offered. For many, this was the first opportunity for them to meet with people in their own profession to exchange ideas on topics of mutual concern. They participated freely in discussions and shared solutions to problems that had proved effective for them.

The experimental sample was divided into two groups that meet on alternate Tuesdays. The meetings are held in the evenings because of its convenience for the women. They usually last 1 1/2 hours. Money was allotted in the budget request to cover the cost of child care. To simplify matters child care was also made available at the project center where the meetings are held. The educational consultants participate as caretakers. With very few exceptions the day care mother elected to leave their children with a baby-sitter or a family member. They expressed the need for "a night out."

Attendance at the meetings is usually high. The

average attendance is approximately 85%. There has been no necessity to exert pressure subtly or otherwise to assure good attendance. They are routinely reminded of the coming meeting by telephone on the day of the meeting.

All staff members including the social work student assigned to the project agreed that if the meetings were to be successful as a training mechanism, these would have to be revelant to the day care mothers. During the orientation meeting the day care mothers were asked to decide upon the topics of the meetings that were to follow. The two groups were similar in the sense that they were interested in the same topics without exception. Not surprisingly, the areas of concern and interest proved to be generally the same ones that the staff had considered during the orientation period. They were:

1. Problems relating to the natural parents
2. The need for a larger repertoire of activities and learning experiences for young children
3. Problems of toilet training
4. Legal problems
5. Problems relating to illness of the day care children
6. Handling inappropriate behavior

Those meetings concerning topics which can best be handled by professional expertise, such as, an attorney or county health nurse, are led by such professionals. These

information oriented sessions have proved to be quite beneficial to the day care mothers. Afterwards, these sessions and all others, are written up in detail in the form of a letter to be sent to day care mothers for future reference (see Appendix B). These letters frequently contain additional information on the topics discussed.

Group meeting reports that are also written after each group meeting serve as a means of on-going evaluation of group meeting component (see Appendix B). The student social worker receives supervision from one of the project consultants in the School of Social Work.

Periodically workshops are held instead of the regular group meeting. These workshops include information and suggestions in the field of early childhood education, i.e. experiences which facilitate cognitive development, art, music, science and creative dramatics. The objective of the workshop is to allow the day care mothers to become aware of and actively participate in educational experiences appropriate for young children. At the end of a workshop those particular activities just completed and other related activities are presented to the day care mothers in the form of a packet. Particular attention is given to insure the fact that most of the materials necessary are readily accessible to the women at a relatively small cost to them. The workshops are led by specialists in early childhood education with the assistance of the educational consultant trainees.

RESEARCH

Our concern with process - of building trust as well as emphasizing our desire to be of real service influenced the way in which the research component of our program was presented to the participating mothers.

After an initial phone call briefly describing the program and eliciting an expression of interest on the part of the day care mother, a home visit was made by our social work student or one of the educational consultants to all of the women chosen for the experimental group. The program was described more fully and the demographic information (see Tables I and II) gathered by the Washtenaw County Department of Social Services was checked and supplemented. (see Appendix C for (Demographic Information Form).

An orientation meeting (described earlier) was held for all of the mothers selected for the experimental group. All of the project staff members were introduced and the goals of the project and possible ways of reaching them were presented in greater detail. It was there that the goals of the research were described as intending to measure the quality of our program's service to them and the research instruments, as some of our means of getting to know them.

The matched control group did not meet as a group but was sent a letter explaining the research in much the same way and telling them that they would be contacted by the consultants

who were to administer the test battery. Only one mother in the control group who had expressed initial interest in the program declined to respond to the questionnaires.

TABLE I

GENERAL CHARACTERISTICS OF
DAY CARE MOTHERS

	Experimental N=24	Control N=23
Age:		
Average	34.5 years	35 years
Range	20-65 years	23-59 years
Race:		
Black	14	14
White	10	9
No. of years in day care:		
Average	2.3 years	2.6 years (N=22)*
Range	5-7 years	0-8 years*
Education:		
Average	11 years	11 years
Range	7-15 years	7-14 years
Place of Residence in Washtenaw Co.:		
Ann Arbor	21	18
Ypsilanti	3	5
Socio-Economic Class:		
Lower	9	11
Blue Collar	15	11
No. of Day Care Mothers at welfare level:		
ADC	3	7
	5	7
No. of Day Care Children:		
	2.7	2.0

*One mother reported caring for children for 30 years

TABLE II

DEMOGRAPHIC CHARACTERISTICS OF DAY
CARE MOTHERS ACCORDING TO SOCIO-ECONOMIC CLASS GROUPS
on 6/1/1971

	Lower Class Experimental Group	Lower Class Control Group	Blue Collar Experimental	Blue Collar Control
Number	9	11	15	11
%Black	89%	100%	40%	18%
Mean Age	41.8 yrs.	39 yrs.	30.1yrs.	32.8yrs.
Mean Education	9.5 yrs.	10 yrs.	11.9yrs.	12.3yrs.
Mean No. year of Day Care Exp.	2.6 yrs.	2.0 yrs.*	2.2yrs.	3.1yrs.
%on welfare	56%	63%	0	0

*One mother reported caring for children for 30 years

A new test, the Initial Visit Form (see Appendix C) was developed to make an assessment of the educational materials available in the homes. It was designed to test the hypothesis that an increase in knowledge about the development of preschool children gained by participation in the project will be reflected in the materials provided for them, and that there will be little change in the matched control group. The form ends with questions about how the program might help each mother. This together with the Open-ended Child Management Questionnaire ((2) below) were administered during the consultant's first home visit after the group meeting. They were consciously selected to build rapport and give structure to this first visit.

The consultants received training in the administration of the other tests of our study from Dr. Norma Radin, our School of Social Work consultant, who had used them in our pilot program. (Copies of the tests are in Appendix C).

They are:

1) The Glasser-Radin Revision of the Parental Attitude Research Instrument (PARI) (Radin and Glasser 1965 and 1970) which taps four dimensions pertaining to child rearing: Authoritarianism, Strictness, Equalitarianism, and Rejection of the Homemaker Role; and
2) An Open-ended Child Management Questionnaire, developed by the staff of the pilot project, asking the day care mothers how the would react in various

situations which required child management strategies. Three dimensions are to be measured in each of ten questions: use of reinforcement, use of consultation with the child, and sensitivity to the child's needs.

These two instruments are being used to test the hypothesis that the participants in the program will show a greater increase in attitudes and behaviors conducive tothe growth of the child than their matched controls, who were willing to participate but were not included in the program.

3) The Gurin Revision of Rotter's Scale of Externality and Internality (The Social Reaction Inventory) is being used to test the hypothesis that the participants in the program will show a greater increase in their sense of efficacy or fate control than their matched controls.

4) A revision of The Pupil Behavior Inventory (PBI) originally developed by Vinter et. al. (1966) This is a rating scale in which the respondent, usually a teacher, but here a day care mother, is asked to evaluate youngsters on a five point scale given a list of typical child behaviors. Eight dimensions are tapped by this instrument: classroom conduct, creative inquisitiveness, good student behavior, dependence on teacher, physical condition, academic motivation, social behavior and socio-emotional adjustment. This instrument is being used to test

the hypothesis that the children being cared for by participants in the programs would show greater behavior change associated with social, emotional and intellectual growth than the pre-school children cared for by control caretakers.

All the pretest instruments have been administered to the 24 experimental group members and to 21* of their 23** matched controls. Since the results of the research using these instruments will be measured in change scores between the pre- and post tests, these will be presented in our final report of the project. However, a detailed analysis of the Initial Visit Record is presented on the following pages to provide an overview of the educational materials available in the day care homes we serve.

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* Two members of the control group are no longer caring for or planning to care for children and are being replaced. We are exploring whether participation in our program encourages mothers to remain in day care work and if the skills developed make the experimental mothers more attractive caretakers to natural parents.

** One member of the control group declined to answer the questionnaires and is being replaced.

INITIAL VISIT RECORD

Educational Materials Checklist

	Experimental N=24	Control N=23
% Rooms used for Day Care:		
All (without basement)	61%	71%
All, including basement	13%	6%
Kitchen,Basement	9%	
Living room	4%	
Living room,Bedroom,Kitchen	4%	6%
Living room,Kitchen		18%
Basement	9%	
% Art Materials available:		
Crayons	83%	94%
Paper	74%	69%
Scissors	70%	56%
Paint	35%	19%
Playdough	30%	6%
Clay	39%	6%
% Homes in which all available	26%	6%
% Homes, none available	9%	6%
% Workshop (Hammer, Nails, Saw):	22%	13%
% Table Games (Lego, puzzles, etc.)	87%	81%
% Books, magazines, catalogues:		
Less than 10	23%	25%
11 -20	27%	38%
21 -50	23%	25%
51 - 100	18%	
More than 100	9%	13%
% Large Muscle Toys:		
Cars	65%	56%
Trucks	65%	44%
Blocks	65%	25%
Boards	57%	25%
Cartons	52%	25%
All of above	48%	13%
None of above	22%	38%

INITIAL VISIT RECORD

Educational Materials Checklist

	Experimental N=24	Control N=23
%Water Play Equipment	26%	13%
%Dramatic Play Equipment:		
Kitchen Equipment	30%	13%
Dressup clothes		19%
Dolls	48%	88%
Housekeeping Equipment	26%	25%
Cartons	35%	25%
All of above	22%	6%
None of above	35%	6%
%Television	100%	81%
Sesame Street	39%	31%
%Music Equipment:		
Record player	74%	75%
Records	74%	75%
Instruments	30%	13%
Radio	61%	69%
All of above	17%	13%
None of above	17%	19%
%Things to pick up and touch:	74%	44%
Animals only	26%	
%Materials for aggressive outlets:		
Clay	30%	13%
Playdough	43%	25%
Hammer and nails	22%	13%
Pillow Case Stuffed with paper	22%	
All of above	9%	
None of above	39%	69%
Outdoor Play:		
Park	61%	44%
Backyard	74%	100%
Both of above	43%	44%
Neither of above	9%	
Equipment:		
Jungle gym	74%	44%
Slides	70%	56%
Boxes and Boards	22%	50%
Trees to climb	35%	25%
Bicycles	65%	56%

Educational Materials Checklist (continued)

	Experimental N=24	Control N=23
Mud	13%	13%
Dragging tools	9%	13%
Others		
Swings	17%	
Wagons		
Balls	9%	6%
Car	4%	
% with 5 or more		25%
% with 2 or less		56%
%Games without equipment: (counting, finger play)	9%	25%
%Schedule for Day:		
Outdoor	30%	44%
Music	9%	13%
Juice	39%	63%
Story	39%	50%
Lunch	78%	81%
Nap	83%	69%
Full schedule		6%
Full schedule (except music)	17%	6%
No schedule	17%	13%
%Equipment arranged in areas:		
Art	9%	
Books	22%	6%
Blocks	13%	
Dressup	4%	
Housekeeping	9%	
Toys		6%
No areas	4%	94%
%Needs expressed:		
Help in planning day	22%	13%
Getting materials	48%	31%
Organizing space	30%	19%
Child management	26%	13%
Dealing with natural mothers	17%	13%
Meal planning		6%
%Personal problems		
Health		
Welfare		13%
Support as teacher of children	9%	

Educational Materials Checklist (continued)

	Experimental N=24	Control N=23
%Request for help		
No areas	7%	10%
One area	1%	3%
Two areas	2%	1%
Three areas	3%	
Four areas	4%	1%
Five areas		1%
Total requests for help	35	17

There were general characteristics of the day care homes that helped us set priorities for program development. The term "us" refers to all involved in the project- day care mothers as well as staff. While the program's director and educational consultant trainees set priorities and goals for consultation with individual mothers, the mothers set the goals of their group sessions. There was a real correspondence between the goals of staff and mothers in many instances, for example, it became clear from the Initial Visit Record that 50% of the day care homes had twenty or less books or magazines available for use by the children. The educational consultants went armed with books to these homes and a request by the mothers for a workshop on appropriate pre-school reading materials was made and satisfied early in the program. This occurred in the areas of art activities, music, outdoor play and games without equipment.

Dramatic play was an unfamiliar term to many of the mothers and equipment for such activity in short supply. The consultants noted that dolls, for example, were usually only available in in homes where a day care mother had a daughter of her own. Our consultants are developing techniques for encouraging dramatic play in the day care homes but a day care mother workshop in this area has not yet been requested.

It is interesting to note that the experimental group made twice as many requests for help as the control group. Given the personal contact of a home visit and the orientation meeting,

they probably felt freer to voice their needs with the expectation that they would be met.

Because of the excellent cooperation of the day care mothers and the enthusiasm of the consultants, we are making an effort to design other research tools which are suited for use in day care homes. Our Initial Visit Record (Educational Materials Checklist) met the criteria of what the staff felt to be particularly important in maintaining positive attitudes towards research and researchers:

1) The research tool be directly relevant to the home day care situation.
2) Educational for the day care mothers; taking the test itself causes the mother to look critically at her own program and/or the research results will be able to be constructively used by them.

We (staff and day care mothers) are now in the process of developing a child management questionnaire that will incorporate more of the typical child management problems found in a day care home. These will serve as a basis for child management discussions at our evening group meetings. Another measure the staff feels is needed is an interactional one between day care mothers and children in order to objectively observe and record the quantity, circumstances (e.g. initiating activities, stopping fights) and verbal and non-verbal content of the interaction between mothers and children in day care homes. Although teacher or mother scales exist and child rating forms are legion, there are few appropriate for use in a day care home setting. A Day Care Mother-Children Interaction Record is now

being designed at weekly meetings between the educational consultants who visit the homes and the research director.

Although the new Child Management Questionnaire and the Interaction Record cannot be used to evaluate this year's program because we expect to use them in educational ways with the day care mothers at group meetings or in home consultations, they should be most useful in future research into day care homes because they will be either constructed with the help of the day care mothers or refined by their response to them.

SUMMARY

The apparent success of the project thus far in terms of the objectives stated earlier are attributed mainly to the approach of the staff and day care mothers. This was an approach of determination to foremost insure "relevant training through collaboration." When one considers the positive response of the participants it seems most likely that this was an appropriate course to follow.

During the next six months there will be a continuation of the activities outlined above. Beyond this, there will be an increasing emphasis on enhancing the communication between the natural parents and the day care mothers. This aspect is facilitated through the efforts of a graduate social work student who has been assigned to the project for this purpose.

In this regard, the day care mothers developed in the group meetings an Initial Interview Guide (see Appendix B) to be used with natural parents at the initial intake of children. The day care mothers saw the need for improved communication and clarification of views on important issues involved in child care.

A manual for day care mothers is presently being developed to provide information and resources for day care mothers and prospective day care mothers. This manual is expected to be

completed by the end of this training period (December 1971). Also several new research instruments are being developed for use specifically in day care homes.

This report was intentionally written in detail so that other communities that wish to render better child care might benefit from these experiences.

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Appendix A

Personnel

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Thelma Valenstein,
Research Director

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Heidie Mosby,
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Norma Radin,
Project Consultant

Jane Schwertfezer,
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EDUCATIONAL DAY CARE
CONSULTATION PROGRAM
ADVISORY COMMITTEE

Mrs. Jane Costabile	-	Associate Professor School of Social Work University of Michigan
Mr. Michael Miller	-	Child Welfare Supervisor Department of Social Services
Mrs. Emmalyn Anderson	-	Pre-School Teacher Ann Arbor Public Schools Title I
Mrs. Sharon Newton	-	Program Coordinator Ann Arbor Child Care and Development Center
Mr. Norris Thomas	-	Attorney, Legal Aid Clinic Ann Arbor, Michigan
Dr. Jody B. Veroff	-	Clinical Psychologist Bureau of Psychological Services University of Michigan
Dr. Selma Fraiberg	-	Developmental Psychologist Child Development Project Ann Arbor, Michigan
Dr. Betty Morrison	-	Associate Professor School of Education University of Michigan
Mrs. Eileen Blumethal	-	Early Childhood Educator (doctoral student) University of Michigan

Appendix B

Sample Materials

EDUCATIONAL DAY CARE PROJECT

TOPICS TO BE COVERED IN INITIAL INTERVIEW WITH NATURAL MOTHER AND CHILD

1. Request that the mother bring the child along for inital interview.

   A. You can see how mother and child get along.

   B. You can see how mother disciplines the child.

   C. The child can meet you ahead of time so that he will know what to expect.

   D. The child can see your home so that he will not be coming to a strange place when his mother drops him off.

   E. Meeting the child will help you determine whether he will fit in with and be happy with the other children.

2. Tell the mother that it is difficult to tell in the first interview how things will work out and that you would like to consider the first two weeks as an adjustment period. You will consider it your responsibility to let her know if the child seems unhappy or that the arrangement is unsatisfactory for some other reason and you feel the contract should be terminated.

3. Daily Activities

   A. Eating habits: likes and dislikes
   B. Sleeping habits:

      Does the child usually nap? How long?

      If not, is this acceptable for your routine and care of other children who will be napping.
   C. Play Activities:

      Outside play restrictions, crossing streets, distance from home they are allowed to go.

      Will the child bring some of his own toys?

      Will he be expected to share these?

      Can you take the child in the car on picnics or other outings.

      Will the mother bring an extra set of clothes even for older children in case of spills, mud, etc.

D. Toilet habits:

Is the child trained?

How does the mother handle training?

How often does the child need to go.

If you help to train the child, will she be interested in knowing how you do it so that it can be carried through at home.

E. What will the child call you?

F. To whom will you release the child at the end of the day? Will you release the child to anyone else if the mother gives you the name and description of the person coming in advance.

4. Discipline:

A. Do you have similar beliefs and techniques so that the child will not become confused? Although she should know that complete agreement is never possible.

B. Will the kind of discipline the child needs and the child's behavior in general fit in with the other children already in your home?

C. Does the child have temper tantrums? What does the natural mother do? How would she like you to handle this?

5. Illness:

A. Name of child's doctor.
B. Written permission to take the child to the emergency room if necessary.
C. Decision on whether you will call the mother at home if the child has a fever.
D. Agreement on whether you will allow the child to come when he has a cold.
E. Agreement that you will inform her of any illness that other children in your home may get.
F. Does the child have any allergies?
G. Plan for emergencies - should you or a child have to go to the hospital.
H. What immunizations has child had?
I. Can you give routine medicine such as aspirin?
J. Telephone number of both parents and grandparents or other relatives.

6. Fees:

A. Overtime
B. More than one child in the same family
C. Sick days
D. Vacation days for the parents when the child would not come.
E. Who will furnish food.
F. Vacation plans for you and also child's family - can you refer them to another day care mother while you are gone.
G. When will you be paid if mother is beginning a new job?

THE UNIVERSITY OF MICHIGAN

School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48104

11 March 1971

Dear

At our 'get acquainted' meeting on March 9th we discussed several topic areas, each of which we will be exploring at greater length in one of our following meetings. These included:

1. Handling the feelings of your own child when new children are brought into your home.

2. Discipline as related to your own children and and your day care children.

3. Behavior problems with day care children which occur only when their own mothers are present.

   A. Why does the child act this way?

   B. What can we do about it?

   C. How can we help the natural mothers to handle this.

4. Play activities - indoor and outdoor.

5. Meal coordination when many of the children bring different kinds of foods.

6. How to help the natural mothers become more aware of special problems a child might have, and places where help for the child may be obtained.

We have decided to discuss number 3 at our next meeting which will be held on Tuesday March 16 at 7:30 p.m. at 1020 S. University St.

Child care is always available during the meetings. If you need transportation to the meeting, please call the project office 763-0194 and one of our staff members will arrange this for you. Please call early.

We were all very happy to meet most of you at our first meeting and we're looking forward to seeing all of you this Tuesday.

Sincerely,

Kathie Twiggs

Kathie Twiggs

lw

THE UNIVERSITY OF MICHIGAN

School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48104

24 March 1971

Dear Mrs.

At our meeting on March 16 we discussed the reasons why a child might misbehave mainly when his parents are present, and what kinds of things we might do as day care mothers to handle these situations. We also decided that each person would try one of the suggestions or techniques. She learned at the meeting in her own home, and then let the group know what happened in order that we can learn from one another's experiences as well as ideas. The following is a summary of the possible causes for the child's behavior and ideas about how to handle each situation:

1. The child may be testing the day care mother to see what she will allow in this special situation (when both the day care mother and his own mother are present). The day care mother would then need to set limits or rules she has set at any other time.

2. The mother may be testing his own mother - the day care mother can discuss this ahead of time with the natural mother to make some agreements on how discipline will be handled and who will do it. If the natural mother does not discipline her child while in the day care home the day care mother can assume this responsibility until the child leaves her home for the day.

3. The child may feel insecure because he has been separated from his mother all day and may be asking for attention from her specifically. The day care mother can point out that the child seems to have missed his mother and wants to make sure he will get her attention. She can also point out that the child is probably looking forward to spending some time alone with his own parents, in order to start their evening off more positively.

4. The child may sense a lack of trust in the day care mother which is indicated in small ways by his own mother. The day care mother needs to set agreements with the natural mother on methods of child care and so on before the child is placed in her home, in order to avoid this.

5. There may be something unpleasant about going home which would cause the child to act up or want to stay at the day care home. The day care mother needs to talk with the natural mother in order to find out about the kind of situation the child is going to do so that she will have a better understanding of this and be able to better prepare the child for going home.

At our next meetint on March 30, at 7:30, we decided that we would like to discuss the agreements which need to be made ahead of time with the natural mothers. This topic might be broken down into the following questions which you can all be thinking about in preparation for next week:

1. What information should the day care mother give the natural mother?

2. What information should she obtain from the natural mother?

3. Based on this information, what agreements need to be made ahead of time with the natural mother?

4. Why are these agreements necessary?

5. How do we make the agreements?

I was very happy to see so many of you at the last meeting and I'm also looking forward to hearing about your experiences in using some of our ideas in your own homes at our next meeting.

If any of you need transporation to the meeting, please call the project office 763-0194. I hope to see all of you again on March 30, at 7:30 p.m.

Sincerely,

Kathi Twiggs

(Miss) Kathy Twiggs
Social Worker
Dept. of Social Services

lw

THE UNIVERSITY OF MICHIGAN

School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48104

9 June 1971

Dear Mrs.

At our last meeting, Mr. Norris Thomas of the Legal Aid Society answered many of our questions concerning the legal issues involved in day care. As you remember, I recorded the discussion and was able to then make up a written list of the questions and answers. They are as follows:

Q. If a child is injured while in your care and in your yard or house, what are the responsibilities and liabilities involved?

A. One can separate responsibility from liability. Your responsibility in such a situation is to care for or obtain proper care for the injured child. This is true whether or not the injury occurs on your property or not so long as the child is under your supervision.

In order to be liable or subject to being sued, the natural parents must prove that negligence on your part contributed to the child's injury. Negligence in this case could be inadequate supervision or faulty maintenance of your property such as a loose floorboard or a frayed rope on a swing.

One caution, however, if you attempt to give care to a child's injury, you had best know what you are doing. If in any way you make the injury worse, you are strictly liable to be sued.

Your safest bet is to give comfort to the injured child and let the doctor give medical care.

Q. Will public liability or home owners insurance cover law suit damages, medical expenses, etc?

A. Yes, up to the maximum amount stated on the policy. There is also liability insurance available for renters. In either case, the cost of such insurance is extremely reasonable, usually $15-25 year.

Q. Who is liable if your own dog or a neighbor's dog bites a child?

A. If it is your dog, you are liable. If it is a neighbor's dog, he is liable unless the child is trespassing on the the neighbor's property. In that case you could be held to be negligent for maintaining inadequate supervision of the child's activities.

Q. Is written permission from the natural parents to obtain emergency medical care for a child?

A. Generally it is not enough. It may be better if the natural parents would leave written permission with their family doctor. In any case, remember that you have an implied legal duty to call a doctor or ambulance in case of any injury. Do this even if you know that the child's religion prohibits medical care.

Q. Who pays medical bills when you bring an injured child to the hospital and request medical care?

A. If the child then is treated without the permission of the natural parents, you are liable for the medical expenses incurred.

Q. Who is liable for an injury resulting from the negligence of someone working for you?

A. You are. The employee is merely acting as your agent.

Q. Is it legal for me to give prescribed medication to a child I care for?

A. Yes, but you should have written instructions from the doctor stating the child does need the medication and how much he should have and how and when to give it to him. You should also have written permission from the natural parents.

Q. Who is responsible for damages if a child I care for destroys a neighbor's property?

A. You are responsible and liable for all damages. However, for many things like a broken window, the natural parents will agree to pay although they do not have to.

If a child damages your property, again, you are liable or must pay unless the natural parents agree to do so.

Q. Can a day care mother be sued for discipling a child she cares for?

A. Only if the natural parents can prove malice. Be very careful not to use unnecessary force when disciplining. Your best bet is to spank the child"s hands.

Q. Who is liable if one child injures another child?

A. You are because it would reflect inadequate supervision of the children on your part.

Q. What about an injury to an already injured child; for example, a child with a skull fracture?

A. You are liable, if you have been told about the existing injury. Your safest bet is to not take such a child until he or she is healed or require that the natural parents provide adequate protective devices.

Q. In the case of a day care mother who rents, who is liable for an injury to a child, the day care mother or landlord?

A. Sometimes you and sometimes the landlord. It depends on which of you has undertaken the maintenance of the area or object whereby the child was injured. Again, you should definitely have renters liability insurance.

There were other questions and answers as well as these but they were not nearly as important as the ones listed.

What is important to remember is that you have a duty to call a doctor or ambulance in the case of any serious or possibly serious injury. Then let the doctor decide whether or not to treat the child if the natural parents cannot be reached.

Another important thing to remember is to be sure all the children's toys , play equipment, and the areas in which they play are safe and free of hazards.

Also, be sure at all times that the children under your care are being properly supervised and looked after.

If you follow these general steps, you will probably never have to worry about being sued.

Another point that Mr. Thomas made was that you can use the Small Claims Court to recover money owed you for day care services. The only costs involved are a $6.00 filing fee and $5.00 to serve a suponea.

There was some discussion on day care mothers incorporating, but Mr. Thomas said that the disadvantages were greater than any advantages to be made.

The next meeting will be on June 16 and we will be discussing toilet training and children's questions on sexuality. If you will need a ride, please call the Center, 763-0194.

Sincerely,

Paul S. Benson,
Social Worker

lw

THE UNIVERSITY OF MICHIGAN

School of Education
Corner East and South University Avenues
Ann Arbor, Michigan 48104

22 June 1971

Dear Mrs.

As you remember, at our last meeting, Mrs. Thompson of the City Health Nurses Office was present to answer many questions concerning the health and care of children. The following are both the questions and Mrs. Thompson's answers.

Q. What should one do if a child develops a rash as as a result of an allergy?

A. There is not much you can do unless call a doctor if it is serious. If you are in the car you should shut the windows and vents to cut down on the pollen intake. Cold compresses may be used to hold down swelling in the area of the rash.

Q. Is it better to take a sick child to a doctor or to the emergency unit of a hospital?

A. This should be checked with the natural parents in order to discover their preference (prior to, not at the time of an illness).

Q. What should one do about a baby (3-9 months) who often chokes on excess muceous?

A. Usually by this age, it is not muceous that causes the problem but rather unswallowed food. You may first try holding the baby's head lower than his body to let it drain. Or you may try giving a little water or juice to aid swallowing. Or you can use a bulb syringe but be careful not to harm the baby's nose or throat.

Q. At what point should you mention to the natural parents that possibly their child is ill?

A. If a young baby and he does not wake for feedings; if a young child sleeps a great deal, does not eat well or displays any unusual behavior patterns such as crankiness. With only a cold, there should be no fever. If a fever is present, it usually indicates dehydration or an infection.

Q. How do you recognize dehydration?

A. Child will have dry skin, may sleep a great deal, infrequent urination and sunken eyes or with babies, a sunken soft spot.

Q. How do you recognize an ear infection?

A. The child may stop chewing, may rub his ear often, may show a loss of balance and there will be a fever.

Q. What should you do and not do with cases of dirrhea?

A. If it is a young baby, do not fool around as the younger the child the more serious constant dirrhea can be. If is usually a sign of an illness if it persists. With an older child you should avoid giving him solid foods as this only irritates the gastro-intestinal tract. If you call a doctor you should report the age of the child, color and consistency of the B.M., how long it has been occurring, temperature of child, amount of B.M. and last urination. This will enable the doctor to determine the severity of the case.

Q. What about giving patent medicines for dirrhea?'

A. Only with written or verbal instructions from the doctor as to what to use, how much and how often.

Q. What does a green colored B.M. indicate?

A. Merely that the waste material is moving rapidly through the intestines. The green color is due to the bile contained in the B.M. Such a condition should be watched to see if it persists and if so, contact a doctor.

Q. How long should a day care mother keep a child when he or she appears to be sick?

A. Use common sense and good judgement. You do have a responsibility for that child's health as well as others in your care, to say nothing of your own children. If the natural parents refuse to take a child to a doctor, you may want to refuse care until she has.

Q. What should one do in cases of bleeding?

A. Rarely should you use a tourniquet. Press gauze over the wound and apply pressure between the heart and the wound to reduce the flow of blood (pressure points).

Q. What should one do in case of burns?

A. Immerse burned area under or in cold water. May use wet compresses. Do not apply butter, creams or ointments. If 2nd or 3rd degree burns, call a doctor.

Q. What about bumps on the head?

A. Use a cold pack or ice to reduce swelling. Do not put child down for a nap but keep him involved in quiet play and watch him closely for a time to see if he shows signs of more serious injury.

Q. What about puncture wounds?

A. If the object is merely into the skin you may remove it and treat the wound. If the puncture is deeper than the skin, leave the object in place and call a doctor.

Q. Will a health nurse come to the house?

A. Yes but if any care is indicated, it must be done with and through the natural parents.

Other points that came up at this meeting:

1. Always check with the natural parents about a child's health (persistent earaches, immunizations, etc.)

2. Emergency care can be obtained for children at the Pediatric Walk-In Clinic at University Hospital or the emergency unit at St. Joseph Hospital.

3. Also, there are well-baby clinics in both Ypsilanti and Ann Arbor.

4. Free immunizations are given at the Ann Arbor well baby clinic every third Saturday from 9:00 a.m. to 11:00 a.m. There is no fee..

5. Mrs. LeBlanc stated that there is a nursing course offered every Monday at the Ann Arbor Community Center.

6. There are two new pediatricians in the area (on Plymouth Road), Dr. Demot

7. If you ever have any questions on health care you can call the public health department located in the County Building.

In addition to these points, we talked about the possibility of a first aid course from the Red Cross and I will check with the other group and provide more details later.

At the next meeting, we will talk about behavior problems of children and alternatives to punishment. The meeting will be on July 6th and if you need a ride you can contact the office at 763-0194.

I am looking forward to seeing you at this next meeting.

Sincerely,

Paul S. Benson

Paul S. Benson

EDUCATIONAL DAY CARE PROJECT

Group Meeting # 9 Group 1 6-22-71

Members Present:

Mrs. Mays
Mrs. Good
Mrs. Singleton
Mrs. Hall
Mrs. Crosby
Mrs. Bryant
Mrs. Sprout
Mrs. LeBlanc
Mrs. Collins
Mrs. Herndon
Mrs. Robinson

Members Absent:

Mrs. Moore and Mrs. Hunter

Goals for the Meeting:

1. Provide each of the day care mothers with a basic understanding of health care for children.

2. Increase the day care mothers repertoire of what to do and not to do in cases of illness or injury.

3. Allow the day care mothers to ask questions and receive answers to particular questions concerning the health of the children they care for.

4. Increase the day care mothers knowledge of what community resources are available to them in cases of illness or injury to children.

Methods Used to Obtain Goals:

1. A representitive of the City Health Nurses Office was present to answer questions and provide information.

2. Pamphlets on health needs and care were given to each member. Additional pamphlets willbe passed out at a later date.

Response of the Group:

1. All members seemed to have some questions to ask of the nurse.

2. All members seemed to enjoy and benefit from the meeting.

3. The meeting would have gone longer than one and one half hours had I not interceded.

4. Mrs. LeBlanc participated verbally much more than in the past and made many relevant and interesting comments. She also appeared much more comfortable than before.

5. Only Mrs. Mays appeared to be patting herself on the back with her questions and subsequent examples and explanations.

6. There was some sub-group activity but not to the extent that it disrupted the meeting.

7. Only Mrs. Hall and Mrs. Singleton consciously sat next to one another and they are or have been neighbors for some time.

Plans for the Next Meeting:

1. The topic for the next meeting will be behavior problems of children, reasons for saying "no" and being stubborn, and alternatives to punishment.

2. There will be further discussion on when and how the group would like to take the Rec Cross first aid course.

3. An attempt will be made to keep Mrs. LeBlanc participating and providing input.

EDUCATIONAL DAY CARE PROJECT
GROUP MEETING # 4

11 May 1971

Members Present:

Mrs. Good
Mrs. Moore
Mrs. Hall
Mrs. LeBlanc
Mrs. Sprout
Mrs. Crosby
Mrs. Collins
Mrs. Hunter
Mrs. Herndon
Mrs. Singleton

Members Absent: Mrs. Robinson, Mrs. Bryant, Mrs. Mays.

Goals for the Meeting:

1. Provide each of the day care mothers with a variety of games and activities (indoor) that they can use with the children.

2. Increase the day care mothers knowledge and awareness of how children learn through playing these games and participating in the activities.

3. A corollary to the above was to increase the day care mothers' skills in structuring and carrying out these games and activities in such a way as to maximize the opportunity for the children to learn from them.

Methods Used to Obtain Goals:

1. Materials were provided so that the day care mothers could actually engage in and practice many of the art activities.

2. Melinda Green and Thelma Valenstein gave instructions and then led the group in many of the games such as fingerplays, animal rhymes, etc.

3. Written instructions, lists of basic materials, and actual texts of various games and activities were passed out to the individual day care mothers.

4. Discussion:

   a.; on how and what children learn from these games and activities.

   b., how the games and activities can be played and presented to provide maximum learning

potential for the children.

Response of the Group:

1. All members obviously enjoyed partaking in the games and activities and stated as much.

2. Most members commented that the games and activities would be of considerable help to them in their role of day care mother as well as in their role of natural mother.

3. Some members added comments and suggestions on games and activities that they use and which were not included on the lists handed out to them.

4. Several members made suggestions on topics for the next meeting.

5. Consensus was obtained that the next meeting would be a workshop on outdoor games and activities.

Evaluation:

1. Goal # 1 was achieved.

2. Goals # 2 and 3 were provided for but it is not known how well the individual members understood or internalized them. These aspects can be evaluated and worked on by the consultants in their visits to the home.

3. All members physically participated but only some provided verbal input.

4. Consensus was obtained on the content of the next meeting.

5. At this meeting, there was no problem with members inviting guests.

Plans for Next Meeting:

1. Each member was asked to bring and present some of their own outdoor games and activities which they use.

2. The next meeting will be more discussion as opposed to physical participation because of the nature of the topic or content for the meeting.

3. An attempt will be made to solicit more verbal input from the more reticent members.

Paul S. Benson
Social Worker

Appendix C

Research Instruments

DEMOGRAPHIC INFORMATION

Date: _____

NAME OF DAY CARE MOTHER: _____

ADDRESS _____

TELEPHONE NUMBER: _____ AGE: _____

BACKGROUND (WORK) EXPERIENCE: _____

EDUCATION: _____ RACE _____

MARITAL STATUS: _____ INTACT FAMILY _____

HUSBAND'S EDUCATION: _____

HUSBAND'S OCCUPATION (DESCRIPTION AND LOCATION) _____

_____

NUMBER OF YEARS IN DAY CARE _____

NUMBER OF OWN CHILDREN AT HOME _____

NAMES	AGES

NUMBER OF DAY CARE CHILDREN: _____

NAMES	AGES

IS FAMILY RECEIVING WELFARE ASSISTANCE YES _____

NO _____

IF YES, WHAT KIND?

EDUCATIONAL DAY CARE PROJECT

INITIAL VISIT RECORD Date_____

NAME:_____Length of Visit_____

ADDRESS:_____

CONSULTANT:_____

NO. OF CHILDREN_____ OWN_____DAY CARE_____

NAMES:_____AGES:

ROOMS USED FOR DAY CARE:

ALL
BEDROOM
LIVING ROOM
KITCHEN
BATHROOM
BASEMENT

EQUIPMENT AND MATERIALS AVAILABLE :

ART MATERIALS (Crayons, scissors, paint, clay, playdough, paper, etc.)

WORKSHOP (Hammer, nails, saw)

TABLE GAMES (puzzles, tinkertoys, lego, etc.)

BOOKS (Library, magazines, catalogs, Golden books) Approx. Number

TELEVISION (Programs, time on)

LARGE MUSCLE TOYS (cars, trucks, blocks, boards, cartons)

WATER TOYS

DRAMATIC PLAY (Kitchen equipment, dress-up clothes, dolls, housekeeping equipment, cartons)

MUSIC (Record player, records, instruments, radio)

THINGS TO PICK UP, TOUCH, OBSERVE (natural objects, live animals)

MATERIAL FOR AGGRESSIVE OUTLETS _ Clay, playdough, hammer and nails, pillow case stuffed with paper.

OUTDOOR PLAY AREA

DESCRIPTION (Park, backyard, hilly, flat)

HOW FAR AWAY?

HOW OFTEN USED?

EQUIPMENT:

Jungle gym
Slides
Boxes and boards
Trees to climb
Bicycles
Sandbox
Mud
Dragging tools
Others

GAMES WITHOUT EQUIPMENT (finger play, counting)

IS THERE A SCHEDULE FOR THE DAY?

Fixed time to go out?
Music time?
Story time?
Juice time?
Lunch time?
Nap time?

IS EQUIPMENT ARRANGED IN AREAS? Art? Books? Blocks?
Dressup? Housekeeping?

WHAT KINDS OF NEEDS HAS DAY CARE MOTHER EXPRESSED TO CONSULTANT?

	Verbally	Implied
Help in planning day		
Getting materials		
Organizing space		
Child management		
Dealing with natural mothers		
PERSONAL PROBLEMS		
Health		
Welfare		
Support as teacher of children		

GENERAL IMPRESSION OF CHILDREN'S AND MOTHER'S ATTITUDE TO CONSULTANT:

THE UNIVERSITY OF MICHIGAN
School of Social Work

INVENTORY OF ATTITUDES ON FAMILY LIFE AND CHILDREN

Parental Attitude Research Instrument

*****

Glasser-Radin Revision

Mother_____ Child_____

Interviewer_____ Date_____

Read each of the statements below and circle the appropriate letter: "A" for "strongly agree", "a" for "mildly agree", "d" for "mildly disagree", and "D" for "strongly disagree".

A	a	d	D
strongly agree	mildly agree	mildly disagree	strongly disagree

There is no right or wrong answer, so encourage mother to answer according to her own opinion. It is very important to the study that all questions be answered. Many of the statements will seem alike, but all are necessary to show slight differences.

			Agree		Disagree	
1.	84	A child who is "on the go" all the time will most likely to be happy	A	a	d	D
2.	74	Children should be more considerate of their mothers since their mothers suffer so much for them.	A	a	d	D
3.	9	Children will get on any woman's nerves if she has to be with them all day.	A	a	d	D
4.	87	Sex is one of the greatest problems to be contended with in all children.	A	a	d	D
5.	4	Some children are just so bad they must be taught to fear adults for their own good.	A	a	d	D
6.	62	Children pester you with all thier little upsets if you aren't careful from the first.	A	a	d	D

			Agree		Disagree	
7.	21	Children would be happier and better behaved if parents would show an interest in their affairs.	A	a	d	D
8.	56	Children should never learn things outside the home which make them doubt their parents' ideas.	A	a	d	D
9.	32	Mothers very often feel that they can't stand their children a moment longer.	A	a	d	D
10.	100	Children are actually happier under strict training.	A	a	d	D
11.	45	The sooner a child learns to walk, the better he is trained.	A	a	d	D
12.	37	Parents must earn the respect of their children by the way they act.	A	a	d	D
13.	8	A child will be grateful later on for strict training.	A	a	d	D
14.	25	A mother should do her best to avoid any disappointment for her child.	A	a	d	D
15.	110	There is usually something wrong with a child who asks a lot of questions about sex.	A	a	d	D
16.	71	Parents should know better than to allow their children to be exposed to difficult situations.	A	a	d	D
17.	54	Children who are held to firm rules grow up to be the best adults.	A	a	d	D
18.	95	A good mother will find enough social life within the family.	A	a	d	D
19.	13	One of the worst things about taking care of a home is a woman feels that she can't get out.	A	a	d	D
20.	97	Mothers sacrifice almost all their own fun for their children.	A	a	d	D
21.	70	A child's ideas should be seriously considered in making family decisions.	A	a	d	D

			Agree		Disagree	
22.	108	The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	A	a	d	D
23.	58	There is no good excuse for a child hitting another child.	A	a	d	D
24.	22	Most children are toilet trained by 15 months of age.	A	a	d	D
25.	67	Parents who are interested in hearing about their children's parties, dates, and fun, help them grow up right.	A	a	d	D
26.	77	Most children should have more discipline.	A	a	d	D
27.	89	A mother has a right to know everything going on in her child's life because her child is part of her.	A	a	d	D
28.	36	Having to be with the children all the time gives a woman the feeling that her wings have been clipped.	A	a	d	D
29.	113	When you do things together, children feel close to you and can talk easier.	A	a	d	D
30.	109	Few men realize that a mother needs some fun in life too.	A	a	d	D
31.	79	The child should not question the thinking of his parents.	A	a	d	D
32.	31	Strict discipline develops a fine character.	A	a	d	D
33.	57	A child soon learns that there is no greater wisdom than that of his parents.	A	a	d	D
34.	93	When a child is in trouble he ought to know he won't be punished for talking it out with his parents.	A	a	d	D
35.	12	A child should be taught to avoid fighting no matter what happens.	A	a	d	D

			Agree		Disagree	
36.	20	A mother should make it her business to know everything her children are thinking.	A	a	d	D
37.	A	A child can probably get a good job if he's willing to work hard even though he does not graduate from high school.	A	a	d	D
38.	B	Most mothers feel uncomfortable when they go up to school.	A	a	d	D
39.	C	A busy mother does not have time to read to her children.	A	a	d	D
40.	E	A busy mother doesn't have time to find out what her children are learning in school.	A	a	d	D

UNIVERSITY OF MICHIGAN
School of Social Work

DAYCARE CONSULTATION PROGRAM

There are no "right" answers to these questions. We are trying to find some of the many ways that mothers handle these problems. Just write (or say) what you think you would do on a regular day.

1. You have just started talking on the phone and two of the children you are caring for start calling to you to come to them, and they keep trying to get your attention. What would you do?

If that doesn't work, what would you do next?

2. You just put out snacks, and one of the children spills his cup of juice on purpose. What would you do?

Why would you do that?

3. You are baking a cake and the children keep bothering you. What would you do?

What would you do if you were in a hurry to go shopping?

4. One of the children hits another child, who then started to cry. What would you do?

What would you do if you were tired and had a headache?

5. One mother is often late in picking up her child. What would you do?

If that doesn't work, what next?

DATE _____

NAME _____

QUESTIONNAIRE 4

SOCIAL REACTION INVENTORY

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Put a circle around the letter in front of the statement of your choice. Be sure to select the one you actually believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

Please answer these items carefully but do not spend too much time on any one item. In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you're concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices.

REMEMBER

Select that alternative which you personally believe to be more true.

I more strongly believe that:

1. a. Children get into trouble because their parents punish them too much.

   b. The trouble with most children nowadays is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.

   b. People's misfortunes result from the mistakes they make.

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.

   b. There will always be wars, no matter how hard people try to prevent them.

4. a. In the long run people get the respect they deserve in this world.

   b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5. a. The idea that teachers are unfair to students is nonsense.

   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks one cannot be an effective leader.

   b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try some people just don't like you.

   b. People who can't get others to like them, don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality.

   b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen.

   b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

I more strongly believe that:

10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.

    b. Many times exam questions tend to be so unrelated to course work, that studying is really useless.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.

    b. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government decisions.

    b. This world is run by the few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.

    b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. a. There are certain people who are just no good.

    b. There is some good in everybody.

15. a. In my case, getting what I want has little or nothing to do with luck.

    b. Many times we might just as well decide what to do by flipping a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.

    b. Who gets to be boss depends on who has the skill and ability, luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.

    b. By taking an active part in political and social affairs, the people can control world events.

I more strongly believe that:

19. a. One should always be willing to admit his mistakes.

    b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.

    b. How many friends you have depends upon how nice a person you are.

21. a. Without the right breaks, one cannot be an effective leader.

    b. Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.

22. a. With enough effort we can wipe out political corruption.

    b. It is difficult for people to have much control over the things politicians do in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.

    b. There is a direct connection between how hard I study and the grades I get.

24. a. A good leader expects people to decide for themselves what they should do.

    b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.

    b. It is impossible for me to believe that chance or luck play an important role in my life.

26. a. People are lonely because they don't try to be friendly.

    b. There's not much use in trying too hard to please people, if they like you, they like you.

27. a. There is too much emphasis on athletics in high school.

    b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.

    b. Sometimes I feel that I don't have enough control over the direction my life is taking.

I more strongly believe that:

29. a. Knowing the right people is important in deciding whether a person will get ahead.

    b. People will get ahead in life if they have the goods and do a good job; knowing the right people has nothing to do with it.

30. a. Leadership positions tend to go to capable people who deserve being chosen

    b. It's hard to know why some people get leadership positions and others don' ability doesn't seem to be the important factor.

31. a. People who don't do well in life often work hard, but the breaks just don' come their way.

    b. Some people just don't use the breaks that come their way. If they don't do well, it's their own fault.

MOTHER'S RATING FORM

Child's Name_____ Mother_____

Please write in for each item the letter(s) of the rating chosen for this child (see box.) It is not necessary to spend a great deal of time on your decision. Please answer all items, even if you are not sure or have little information. If you cannot answer an item, please write in "don't know."

Alternative Ratings

VF - Very Frequently
F - Frequently
S - Sometimes
I - Infrequently
VI - Very Infrequently

1. ___Starts things on his own.
2. ___Uses materials in a variety of ways.
3. ___Blames others for trouble.
5. ___Resistant to you.
6. ___Seeks your approval.
7. ___Alert and interested in activities.
8. ___Can stay with one activity for some time.
9. ___Attempts to make you do what he wants you to do.
10. ___Asks questions.
11. ___Appears depressed or sad.
12. ___Explores objects in the home.
13. ___Remebers what he learns.
14. ___Tries to act like you.
15. ___Is absent.
16. ___Can change the way he acts or does things.
17. ___Withdrawn.
18. ___Proud of what he makes.
19. ___Completes his tasks.
20. ___Trusts you.
21. ___Influences others toward troublemaking.
22. ___Appears hungry.
24. ___Starts talking or playing with you on his own.
25. ___Seeks constant reassurance.
26. ___Takes time to think in making decisions.
27. ___Is eager to learn.
28. ___Brings his treasures from home.
29. ___Acts without thinking.
30. ___Appears in poor health.
31. ___Lying or cheating.
32. ___Curious about the things around him.
34. ___Requires continuous supervision.
35. ___Aggressive toward other children.
36. ___Asks information from you.
37. ___Disobedient.
38. ___Steals.

39.___Friendly, and liked by other children.

40.___Appears concerned abour your opinions.

41.___Follows directions.

42.___Can only pay attention for a short time.

43.___Easily led into trouble.

44.___Resentful of criticism or discipline.

45.___Hesitant to try, or gives up easily.

46.___Uninterested in activities going on.

47.___Disrupts activities going on.

48.___Swears.

49.___Appears generally happy.

51.___Possessive of you.

52.___Teases or provokes other children.

53.___Isolated, few or no friends.

54.___Shows leadership.

EDUCATIONAL DAY CARE CONSULTATION PROJECT

HOME VISIT FORM

DATE_____

DAY CARE MOTHER_____

CONSULTANT_____

1. ULTIMATE GOALS FOR THIS DAY CARE HOME:

2. PROGRESS MADE THUS FAR TOWARD THE ABOVE GOALS:

3. PLANS FOR THE UPCOMING VISIT:

4. RATIONALE CONCERNING HOW THE ABOVE PLANS WILL LEAD TO THE REALIZATION OF GENERAL GOALS (1):